



FOUNDATION FOR
Young Australians

Worlds of Work (WOW)

A national initiative that builds the skills and beliefs necessary for young people to make successful transitions beyond school

FYA | research, initiatives and partnerships
to unleash the brilliance of young Australians

fya.org.au



WORLDS *of* WORK

Empowering young Australians
to create better futures
for themselves

What does it take to succeed in life and work?

WOW is a national initiative that builds the skills and beliefs that young people need to make successful transitions into life beyond school.

Over five days, groups of 25 Year 10 students broaden their horizons and improve their outlook on the journey towards life in the workplace. This is achieved through FYA-facilitated workshops (focusing on personal development and employability skills), student-led action research and the important conversations that take place with employees in a number of Australia's leading workplaces.

Drawing on a range of best practice pedagogies including; Experiential Learning, Reflective Practice, Action Research, Visualisation, Role Play and Metacognitive tools, WOW takes the students on a journey that will broaden their view on what it means to be effective in the changing world of work - a journey to answer the potent question, "What does it take to succeed in the worlds of life and work?".

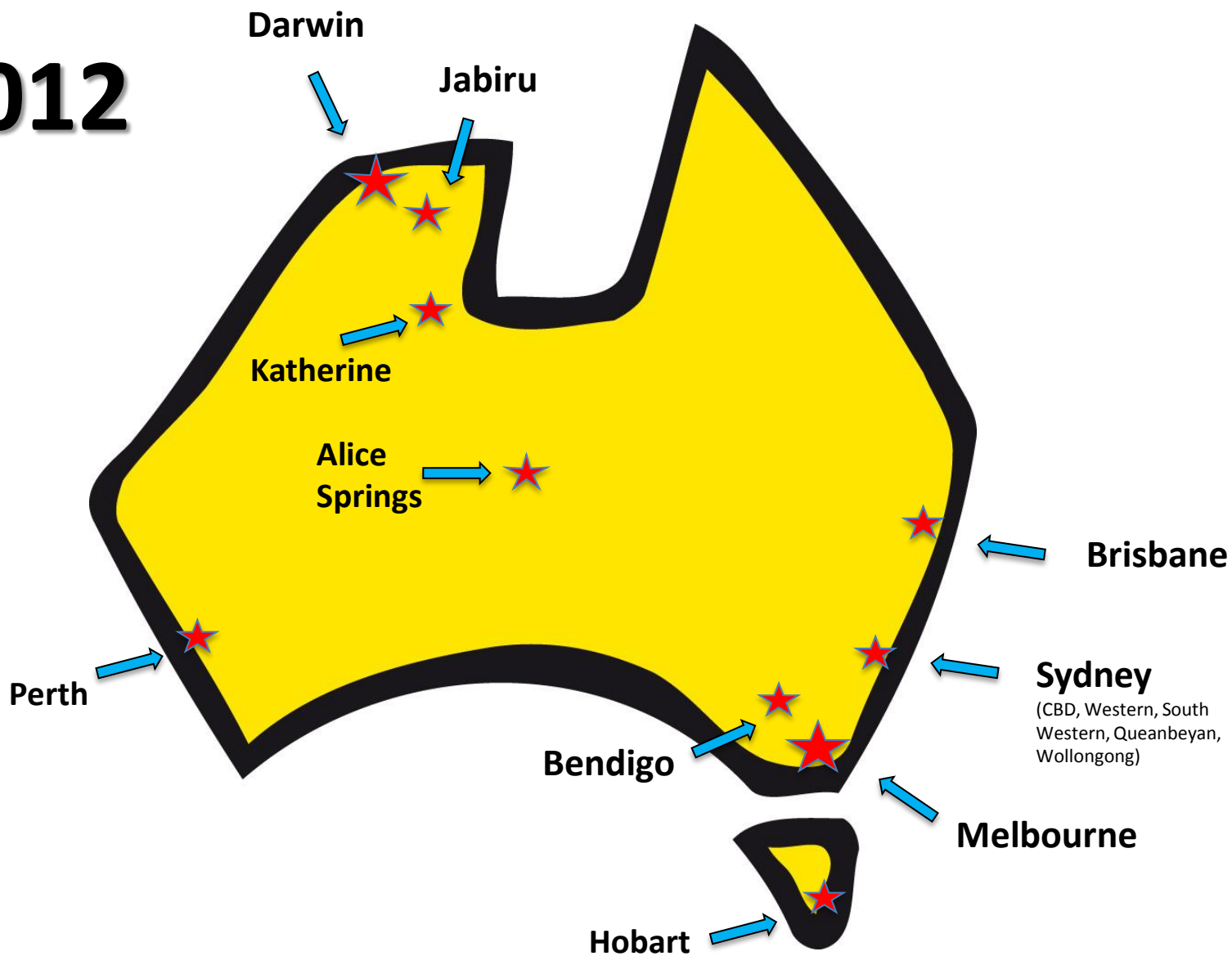


[Click the image above to view a wow week in action!](#)

The story so far...

- From 2008 – 2012 the WOW initiative has **inspired more than 2000 year 10 students** to create better future pathways for themselves.
- Partnered with more than 40 Australian workplaces and **engaged over 1500 workplace volunteers** in important conversations with young people about work, life, pathways and success.
- **Teamed up with more than 150 Secondary School teachers** to strengthen teacher-student relationships and explore more effective ways of operating within, and beyond, the classroom.

2012



research, initiatives and partnerships to unleash the brilliance of young Australians

All content and material is the property and copyright of The Foundation for Young Australians 2011.





I didn't care about school before this week. Now I see what it's all about. This has changed my perspective on life."

Tyson - WOW student

"I've been teaching for 30 years, and I have to say that this week was the best week of my career!"

WOW teacher



Why WOW is important...

Transition to work and/or further study is becoming more difficult for early school leavers

- One quarter of 20 to 24 year-olds are not in full-time work or full-time study
- 16% of teenagers are not fully engaged in either work or study

Smooth transitions most often involve education and training

- There is a growing need to provide new ways of looking at career development to meet young people's needs

Wellbeing of young people is linked to their study and work situation

Evidence shows students crave more connection with the real world, more independence, and more relevant class content

What WOW achieves...

- ❑ Encourages participants to **develop aspirations** for their future and what they can achieve
- ❑ Increases participants' understanding of their **personal strengths**
- ❑ Increases participants' **awareness of different options** for work and study
- ❑ Increases participants ability to set goals, **take up new opportunities** and cope with setbacks
- ❑ Increases participants' individualised understanding of **what it takes to lead a successful life and work life**
- ❑ Enhances the development of participants' transferable **employability skills**
- ❑ **Promotes partnerships** across young people, schools and workplaces
- ❑ Motivates students to **take control of their learning and education.**

What does the WOW week look like?

Day 1	Day 2	Day 3	Day 4	Day 5
Introduction 9:00-9:30	Thinking about Thinking 9:00 - 10:30	Travel	Networking Breakfast Workplace visit	Mindfulness 9:00-9:15 Inspirational Speaker
Photo Of Success 9:30-10:00 Teacher Meeting	Break 10:30-11:00	Balance Me 9:15-10:00	9:00-10:15	9:30-10:15
Debrief Photos of Success	Resilience 11:00 - 11:45	<i>Travel and break</i> 10:00-10:45	<i>Travel and break</i> 10:15-10:45	<i>Break</i> 10:15-10:45
Signature Strengths 10:30-12:00	Communicating with WOW 11:45-12:15	Balance me de-brief 10:45-11:00 C2B Preparation 11:00-11:30	Debrief Breakfast 10:45 - 11:00	Final Debrief 10:45 - 11:15
Lunch 12:00-12:45	Lunch 12:15-1:00	<i>Travel</i> 11:30-12:00	Presentation Preparation 11:00-12:30	Presentation Preparation 11:15 - 1:15
Employability Skills 12:45-1:15	Welcome to my world prep 1:00-1:30	Classroom to Boardroom Workplace visit 12:00-1:30	Lunch 12:30-1:15	Evaluation
Success Surveys 1:15-2:45	<i>Travel</i> 1:30-2:00	<i>Travel</i> 1:30-2:00	Dreaming 1:15- 2:15	Lunch 1:15-2:00
Debrief Success Walks 2:45-3:15	Welcome to My World Workplace visit 2:00-3:00	C2B Debrief/network intro 2:00-2:30	<i>Break</i> 2:15 - 2:45	Presentation Rehearsal 2:00-2:30
Mindfulness/Wowers 3:15-3:45	<i>Travel</i> 3:00-3:30	Presentation Prep 2:30-3:15	Thank you Letters 2:45-3:45	Sign Out but don't leave
Sign out	Debrief WTMW 3:30-3:45 Sign Out	Brand Me 3:15-3:45 Sign Out	Sign Out	Final Presentations 2:30-3:15

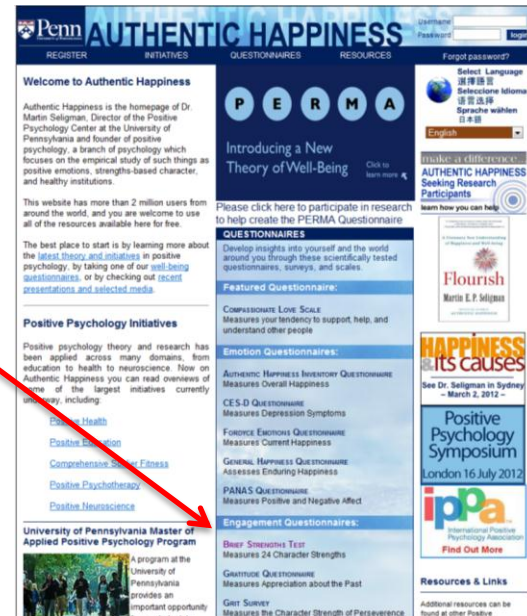
Off site workshop
On site workshop
Workplace visit
Presentation prep

What Happens before WOW?

2 weeks prior to the WOW week a WOW facilitator visits the school to conduct an induction session with teachers and students. This induction session introduces the WOW program and helps prepare both students and teachers for the upcoming WOW week and gets them excited about the WOW journey ahead.

After this induction students and teachers are asked to complete the Seligman Signature Strengths survey, which is a tool that we use during the WOW week. The WOW curriculum focuses on identifying students' strengths and teaching students how to develop and use them. Positive psychology and Signature Strengths are threaded throughout the WOW week

www.authentic happiness.com.



research, initiatives and partnerships to unleash the brilliance of young Australians

All content and material is the property and copyright of The Foundation for Young Australians 2011



What happens after WOW?

The post-WOW Week, Student-Led Career Exploration Project.

What

Over 8 weeks students undertake a post-WOW extension project in which they employ their newly developed skills and attitudes to identify a personalised pathway to their dream life and career.

Where

Delivered in-school with the possibility of student-led external interview visits

Who

To be facilitated by teachers with the assistance of digital workshop guides and support materials from the WOW team.

How

Upon returning from their WOW week participants are set their next WOW challenge of identifying their dream career, interviewing someone who is already there, creating a short film that profiles that role and staging a final presentation outlining their WOW journey and the road ahead.

Post-WOW Week Career Exploration Project Outline

1.

Discover

Through accessing the [MyFuture](#) website participants complete the 'Mini Career Explorer'* to discover and identify new occupations that match their interests. They complete this activity a number of times and select 3-4 occupations that intrigue them. Participants compare these occupations using the info on the site (including duties and tasks, work conditions, personal requirements and earnings) and select the 2 that most interest them.

2.

Making Contact

Students research, identify, contact and arrange an interview time with someone who is currently doing the job that they would like (or similar).

3.

Information Interview

Participants conduct an interview (in-person, via skype, or by telephone) with the person who has the role they think they might like. They are free to ask any question they like but are asked to include key 'WOW questions', questions relating to the role itself, questions about the interviewees career journey, and advice for getting into that occupation. This interview should be videoed or sound recorded. Helpful advice for arranging and undertaking an information interview can be found [here](#).

4.

Video Profile

Armed with the recording of their interview, participants create a short 2-3 minute film profiling their dream job. Examples of such films can be viewed [here](#). These films will be screened as part of the participants final presentation and can also be entered into the WOW 'Dream Job' video fest and My Future video competitions.

5.

Student Presentation

Participants plan and stage their own 'WOW Pathways' presentation at the school for members of the WOW team, teachers, parents, future WOW students and whoever else the participants would like to be there. This presentation will include the screening of some of the 'dream job' videos and may include speeches outlining participants WOW journey and their planned career journey ahead.

*More advanced students may choose to complete the full '[My Guide](#)' careers exploration service in addition to the 'Mini Career Explorer' (this takes up to 2 hours).

The role of the teacher in WOW

The roles of the teacher in WOW can be described as a trifecta, each role being dependent on the other for ultimate success.

- **Teacher-as-mentor: *facilitating research and learning of students***
 - Mentoring and guiding student experience alongside WOW facilitators;
 - Facilitating research and learning;
 - Observing and documenting student responses to activities;
 - Fostering connection between teacher role and student learning; and
 - Continuity back at school.
- **Teacher-as-supervisor: *behaviour and risk management***
 - In line with both the WOW program and your schools expectations
- **Teacher-as-learner: *action research and reflective practice***
 - WOW is a learning community, where teachers and students learn together about how to make learning real, authentic and engaging...sometimes even life changing.

Teacher as Learner

WOW is a learning community, where teachers and students learn together about how to make learning real, authentic and engaging...sometimes even life changing.

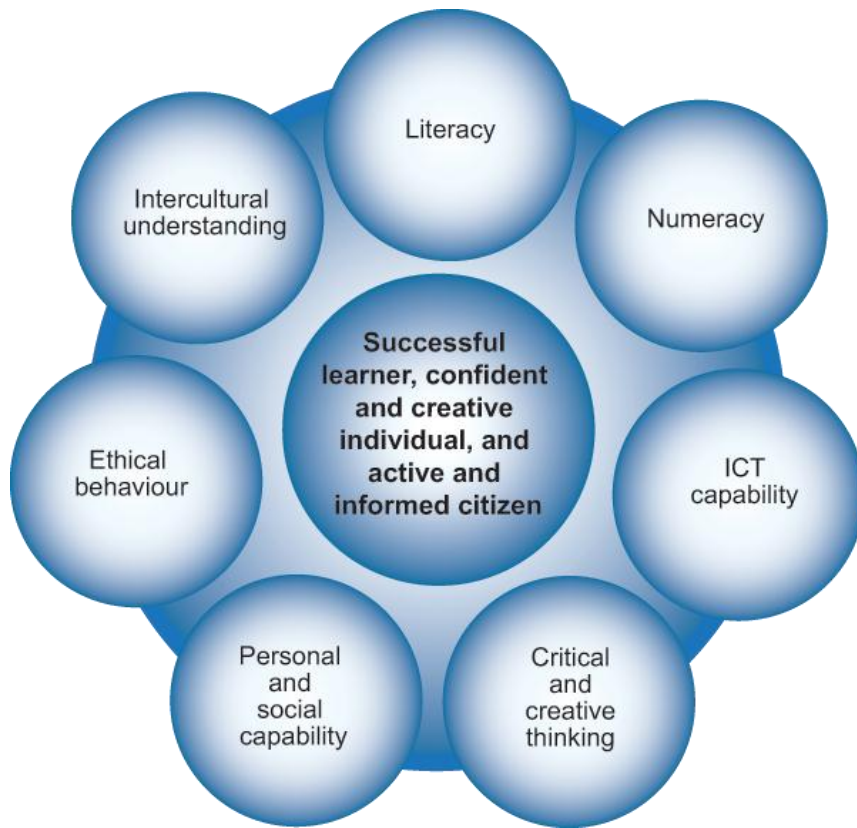
Our approach to learning embraces the concepts of Experiential learning (Kolb) and Reflective learning (Schon). We learn by reflecting critically on experience and adjusting our actions according to insights gained. Our practice in WOW is informed by many of the current educational theories about thinking, dialogue and community engagement.

WOW is VELS in action, as our VELS audit map demonstrates. We believe that reflection on action within a theoretical framework creates powerful learning!

We like teachers to be active participants in the process of creating a program that can really make a difference to the way students see themselves and the way they approach their futures. A week in the city can only achieve so much. Teachers' efforts before, during and after the week will really make a difference to how successful the program can be for students.

WOW and the Australian (National) Curriculum

Through its focus on 'employability skills', the WOW program provides exciting, hands on, real-life-relevant opportunities for students to further develop their 'General Capabilities' as outlined in the Australian Curriculum.



General capabilities in the Australian Curriculum



Transferrable 'employability' skills focused on during WOW

Overview of curriculum links in WOW

The WOW program incorporates a great deal of state/territory curriculum-related learning throughout the week.

Physical, Personal & Social Learning:

WOW's key objective is to allow students to experience learning on a very personal level, with focus on Signature Strengths, positive psychology, self reflection and broadening horizons. Students will gain a better understanding of how important 'the person' is in the different Worlds of Work.

Disciplinary Learning:

WOW will draw on the knowledge skills and traditions of a number of different disciplines. The students will hopefully gain a deeper understanding of how many different disciplines integrate the Worlds of Work that they experience.

Interdisciplinary Learning:

WOW is focused on increasing students capacity to communicate in a wider range of contexts, to broaden their understanding of workplace environments and to develop their confidence in thinking about and analysing the options that are being made available to them.

Physical, Personal & Social Learning

VELS Domains	Dimensions	WOW Elements
Interpersonal Development	<ul style="list-style-type: none"> o Building social relationships o Working in teams 	<ul style="list-style-type: none"> • Identifying group roles and responsibilities • Teamwork • Identifying group roles and responsibilities • Achieving group objectives • Talking to different people in different workplaces • Working with a mentor • Working together in workshops around role play and trust
Personal Learning	<ul style="list-style-type: none"> o The individual learner o Managing personal learning 	<ul style="list-style-type: none"> • Identify signature strengths • Self evaluation – daily journal • Responsible choices • Organisational skills • Time Management • Considering impact upon others • Problem Solving • Reflect on personal and social skills, attributes and values • Identify areas for future improvement in own learning in 360° Positive Feedback Tool
Civics & Citizenship	<ul style="list-style-type: none"> o Civics knowledge o Understanding community engagement 	<ul style="list-style-type: none"> • Engaging with the community and people who work in the CBD • Using the community as a resource • Considering how each LCFW company links their work to the wider community.
Health and Physical Education Movement and physical activity Health knowledge and promotion	<ul style="list-style-type: none"> o Movement and physical activity o Health knowledge and promotion 	<ul style="list-style-type: none"> • Balance Me workshop will focus on the whole person – mind body spirit • I am, Brand Me and Imagine / Dreaming Me workshops will focus on developing signature strengths using positive psychology techniques for a healthier self

Disciplinary Learning

VELS Domains	Dimensions	WOW Elements
English	<ul style="list-style-type: none"> o Reading o Writing o Speaking o Listening 	<ul style="list-style-type: none"> • Creating appropriate questions for a variety of audiences / purposes • Daily Journal • Public speaking
Humanities (Geography)	<ul style="list-style-type: none"> o Geographical knowledge o Understanding Geospatial skills 	<ul style="list-style-type: none"> • WOW CBD Precinct Walks • Map reading • Navigate around the city • Arriving at destination on time • Understanding the dynamics of the inner city work community
Humanities (History)	<ul style="list-style-type: none"> o Historical knowledge o Understanding historical reasoning and interpretation 	<ul style="list-style-type: none"> • Eureka tower – relating to historical events and places • Shifting nature of work • One life many careers • Understanding the nature of change • Gathering data through oral histories of people in different workplaces
Humanities (Economics)	<ul style="list-style-type: none"> o Economics knowledge o Understanding Economics reasoning and interpretation 	<ul style="list-style-type: none"> • Exploring the business world • Understanding the different roles in the workplace • Contact with people whose work involves this kind of reasoning work • C2B – business structures made intelligible to students • Research prior to interviews- what is this workplace, what does it do, how is it structured to make a profit etc
The Arts	<ul style="list-style-type: none"> o Creating and making o Exploring and responding 	<ul style="list-style-type: none"> • WOW CBD Precinct Walks • Dreaming visualisation workshop • Presentation for finale using multiple arts format
Mathematics	Measurement, chance and data Structure Working mathematically	<ul style="list-style-type: none"> • Gathering and analysing data • Presenting data in graphic form • Converting data to percentages

research, initiatives and partnerships to unleash the brilliance of young Australians

All content and material is the property and copyright of The Foundation for Young Australians 2011



WOW Working World Partners

Accenture

Royal Melb Hospital

Clayton Utz

JBWere

NAB

Red Rock Leisure

Rio Tinto

IBM

ThoughtWorks

Royal Melb Hospital

Malthouse Theatre

Dept. of Education [Vic/QLD/NSW/NT]

Harry the Hirer

Chunky Move

Curriculum Corporation

State Library Queensland

The Edge, Brisbane

The Shrine

Plan Australia

ABC

Vinnies

The Hub (Social Enterprise)

ERA Jabiru

Aurecon

Shell

VCOSS

Red Cross

Berry Street

Ardoch

Middletons

Landers & Rogers

Melbourne Museum

WOW National Partners



JBWere



RioTinto



Lander & Rogers
Lawyers



aurecon

middletons
straight talking



CLAYTON UTZ